**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** 11/18 – 11/21

**Objective:** PSWBAT analyze how the Supreme Court Cases *Gideon v. Wainwright* impacted the rights of the accused.

**Learning Goal: 1.2.1** The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and responsibilities of **citizen**s in our changing society

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| **Type of Lesson:** | **Agenda:** |
| Developing | Call to Order  Notes  Cartoon  Clip #1  Clip #2  Exit Ticket |
| **Call to Order:** | |
| Students will take out their notebooks and begin their call to order, which will be posted on the board:  *What is a lawyer? When and why would a lawyer be helpful?* | |
| **Introduction of New Material:** | |
| Students will take notes on the Gideon v. Wainwright Case:   * 1961: Clarence Gideon is charged with breaking into a pool hall and stealing money once inside. * Gideon tells the judge he cannot afford an attorney. The judge tells Gideon attorneys are only free in death penalty cases. * Gideon served as his own lawyer and lost. He was sentenced to five years in prison. * While in prison, Gideon wrote an appeal to the Supreme Court. Gideon argued that his Sixth Amendment right to legal counsel had been violated. * The Supreme Court ruled that defendants must have free legal counsel when charged with a serious crime. | |
| **Guided Practice:** | |
| Students will complete the cartoon and questions to review the case. Students will have 6 minutes to work with the person sitting next to them. Teacher will circulate, clarifying misconceptions. Teacher will cold call students to contribute their answers.  Students will watch Clip #1: Gideon’s Trumpet  Teacher will play two clips from *Gideon’s Trumpet*. Students will answer guiding questions on a worksheet. As a class, we will discuss the answers after each relevant clip.  **Clip #1 minutes 6:35- 23:03 (first trial: without lawyer)**  1. How well did Gideon defend himself?  2. What could a lawyer have done differently? Would that have changed the outcome of the case?  3. Can the average person do an adequate job of defending him/herself at trial? Why or why not? | |
| **Independent Practice:** | |
| Students will take a three question exit ticket. | |
| **Closing:** | |
| Students will put key points on the unit board. | |
| **Homework:** | |
| Students will complete a letter from jail, in which they construct a three-paragraph essay to the Supreme Court describing a situation of arrest that would result in a case being thrown out. | |
| **Accommodations:** | |
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| **Type of Lesson:** | **Agenda:** |
| Developing | Call to Order  Notes  Cartoon  Clip #1  Clip #2  Exit Ticket |
| **Call to Order:** | |
| Students will take out their notebooks and begin their call to order, which will be posted on the board:  *What is a public defender? Why should all people accused of serious crimes be given a public defender?* | |
| **Introduction of New Material:** | |
| Teacher will review the key points of Gideon v. Wainwright (2-3 minutes) | |
| **Guided Practice:** | |
| **Clip #2 minutes 57:19-end (supreme court case and second trial)**  4. What did Gideon’s lawyer do that was different from what Gideon had done? How did his knowledge of courtroom procedure, his investigative tactics, and his ability to question witnesses affect the outcome of the trial?  5. In the case of Gideon v. Wainwright, the Supreme Court of the United States determine that even in non-capital criminal cases, the accused is entitled to a lawyer. Based on the clip you have seen and what you already know, do you think this was an appropriate decision?  **Discussion Questions:**  How did having a lawyer help Gideon?  What are some of the pros and cons of being given a public defender? | |
| **Independent Practice:** | |
| Students will check their answers with a partner and turn them in. | |
| **Closing:** | |
| Teacher will collect all work. | |
| **Homework:** | |
| None. | |
| **Accommodations:** | |
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**Assessment:**

1. The government provides a lawyer to a person who cannot afford one if that person is

A. preparing a will

B. filing for divorce

C. being sued by a business partner

D. being charged with a serious crime

2. In *Gideon v. Wainwright* (1963), the Supreme Court ruled that the accused person’s right to due process of law had been violated because he was

A. convicted with illegally obtained evidence

B. arrested without being informed of his legal rights

C. denied a court-appointed attorney to represent him

D. jailed for several weeks before being charged with a crime

3. The Sixth Amendment allows the accused the “assistance of counsel.” Which of these Supreme Court decisions extended the protections of this amendment?

A. *Marbury v. Madison*

B. *Plessy v. Ferguson*

C. *Gideon v. Wainwright*

D. *Tinker v. Des Moines School Board*